

Education Mitigation Strategies

		Priority (CHECK ONLY ONE)									
	Specific Mitigation Strategy	Existing Program	Very High	High	Moderate	Under Study	Not Applicable, Not Appropriate, or Not Cost Effective	Not Yet Considered	Responsible Agency or Department (Required if Existing Program, Very High, High, or Under Study)	Ordinance or Resolution # (if existing program), Estimated Cost and Possible Funding Agency (if high priority), Estimated Date of Completion (if study) OR Other Comments	
EDUC - a - Focus on Critical Facilities											
1)	Assess the vulnerability of critical education facilities to damage in natural disasters and make recommendations for appropriate mitigation.						X				
2)	Retrofit or replace critical education facilities that are shown to be vulnerable to damage in natural disasters.						X				
3)	Conduct comprehensive programs to identify and mitigate problems with facility contents, architectural components, and equipment that will prevent critical buildings from being functional after major disasters.						X				
4)	As a secondary focus, assess the vulnerability of non-critical educational facilities to damage in natural disasters based on occupancy and structural type, make recommendations on priorities for structural improvements or occupancy reductions, and identify potential funding mechanisms.						X				

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5)	Participate in or facilitate adoption of a program to formalize arrangements with structural engineers to report to the district, assess damage, and determine if the buildings can be reoccupied. The program should be similar to San Francisco's Building Occupancy Resumption Program (BORP) that permits owners of buildings to hire qualified structural engineers to create building-specific post-disaster inspection plans and allows these engineers to become automatically deputized as inspectors for these buildings in the event of an earthquake or other disaster. Unlike the buildings of most special districts, however, these plans should be developed with the review and guidance of the Division of the State Architect because this agency has the authority and responsibility for the structural integrity of these structures.						X			
EDUC - b - Use of Educational Facilities as Emergency Shelters										
1)	Work cooperatively with the American Red Cross and others to set up memoranda of understanding for use of education facilities as emergency shelters following disasters.	X							City of Fremont Fire Department	
2)	Work cooperatively to ensure that school district personnel and relevant staff understand and are trained that being designated by the American Red Cross or others as a potential emergency shelter does not mean that the school has had a hazard or structural evaluation to ensure that it can be used as a shelter following any specific disaster.	X							City of Fremont Fire Department	

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3)	Work cooperatively to ensure that school district personnel understand and are trained that they are designated as disaster service workers and must remain at the school until released.						X			
EDUC - c - Use of Schools as Conduits for Information to Families About Emergencies										
1)	Work on and/or support efforts by schools, local governments, and other agencies to utilize their unique ability to reach families through educational materials on hazards, mitigation, and preparedness, particularly after disasters and at the beginning of the school year. These efforts will not only make the entire community more disaster-resistant, but speed the return of schools from use as shelters to use as teaching facilities.	X							City of Fremont Fire and Police Departments	
2)	Work on and/or support joint efforts of schools and fire jurisdictions to develop plans for evacuation or sheltering in place of school children during periods of high fire danger, thereby recognizing that overloading of streets near schools by parents attempting to pick up their children during these periods can restrict access by fire personnel and equipment.	X							City of Fremont Fire Department	
3)	Offer the 20-hour basic CERT training to teachers and after-school personnel.	X							City of Fremont Fire Department	
4)	Offer the 20-hour basic CERT training to middle school and/or high school students as a part of the basic science or civics curriculum, as an after school club, or as a way to earn public service hours.	X							City of Fremont Fire Department	

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5)	Offer the 20-hour basic CERT training course through the Adult School system and/or through the Community College system.							X		
6)	Develop and maintain the capacity for schools to take care of the students for the first 48 hours after a disaster, and notify parents that this capacity exists.						X			
7)	Develop and distribute culturally appropriate materials related to disaster mitigation and preparedness, such as those on the http://www.preparenow.org website.					X			City of Fremont Fire Department	